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ABSTRACT

This document is a sub-unit teaching plan for world history teachers who want to use multicultural concepts in the world history curriculum. The objective explored includes a student response to the Turkish question of "Who are we"? Teacher preparation involves defining social and cultural roots and outlining periods of Turkish history. Through group or independent research, students select a focused study (Cappadocia, The Seljuka, The Ottomans, Suleyman the Magnificent, Topkapi Palace and Dolmabahce Palace, Turkish Arts, or Contemporary Turkey). The teacher guides the students by offering names, dates, places, and cultural groups as found in this unit, for each focused study, instructing the students to identify why they chose the particular focused study. Students keep a log or process journal describing their efforts and thoughts. Presentation of the findings can be oral or written. Upon completion of all the findings, students complete the final evaluation question, incorporating information shared as well as personal observation/determination. (Author/LBG)

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A WORLD HISTORY SUB-UNIT: TEACHING ABOUT TURKEY

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Abstract

This is a sub-unit teaching plan for world history teachers who want to fit multicultural concepts in the world history curriculum.

The objective to be explored will include a student response to the Turkish question of "who are we"?

Teacher preparation will include defining social and cultural roots, and outlining Turkish periods of history.

Students will, through group or independent research, select a focused study (Cappadocia, The Seljuks, The Ottomans, Suleyman the Magnificent, Topkapi Palace and Dolmabahce Palace, Turkish Arts, Contemporary Turkey). The teacher will guide the students by offering names, dates, places, and cultural groups as found in this unit, for each focused study, instructing the students to identify why they chose the particular focused study. Students should keep a log or process journal describing their efforts and thoughts. Presentation of the findings can be oral or written. Upon completion of all the findings, students will complete the final evaluation question, incorporating information shared as well as personal observation/determination.

To study Turkey, is to study an unusual history -- a history that has yet to be identified as European or Asian. Because Turkey is geographically part of Europe and Asia, and because its identity question has resulted from the gradual assimilation of disparite cultures, the Turkish people continue to debate, "who are we"?

Until recently, this diverse culture tended to be interpreted primarily within the Islamic world. Contemporary historians are seeking a definitive view of Turkish culture -- a complete historical perspective,a better understanding of the cultural whole.

The student and teacher will trace the culture beyond the modern borders, through the extraordinary past. In that the Turkish culture was nomadic in origin, its history will incorporate Central Asia, the Islamic world, and Europe.

Social evolution is most obvious in Turkey, where cultural and political forms were adopted from a barrage of influences. The student and teacher will identify these influences and determine who the Turks "are" -- European, Islamic, Asian, or now, a prolific ethnic creation.

A follow-up comparison-question may be: Americans, who are we? -- European, Asian, Latin, African?

Objective: The student will study the history of Turkey to understand that historical events play an important role in the shaping of a country's cultural and social history.

Teacher:

Areas of preparation will include:

An introduction as to why societies tend to question who they "are" -- what are their social and cultural roots.

Prehistoric Period: (Places of excavations)

Anatolia -- Paleolothic or Early Stone Age

Magaracik Village, Hatay, Tikali, Karain (Antalya) -- Mesolithic Period.

Catalhoyuk -- Neolithic

Hacilar (Burdur) -- Chalcolithic Period

Anatolia -- Bronze Age

(Cultures):

The Hatti = sophisticated astrological knowledge (bronze sun symbol)

The Hittites = Treaty of Kadesh (battle with Egypt)

The Urartians = State of Urartu (840 B.C.); military metalwork

The Phrygians = King Midas (738 B.C.); united with Urartu; attacked Assyrians

The Lydians = Croesus vs. Cyrus the Great (Persia); ruins of Sardis

Hellenistic and Roman Periods = Hellenistic period from 330 BC to 30 AD; Classical period from 480-330 BC; Alexander the Great arrived in Anatolia at the beginning of the Hellenistic period. Study the architectural classics at Aspendos, Side, Perge, Ephesus, and Pergamon

The Commagenes = Mount Nemrut (Heads of the Gods)

Byzantine Periods = 4-5 th Century, 6C -726 AD, 726-842 AD, 842-1204 AD, 1204-1261 AD

First Byzantine Period: (also called Justinian Period).

Rule of the family of Justinian; also a transitional phase from dynasties of Constantine Theodosius. Highlights = Christianity, iconoclasm, architecture.

Mid-Byzantine Period:

Macedonian and Commenos dynasties; invasion by Franks.

Late Byzantine Period:

Palaeologus dynasty; the fall of Constantinople.

Focused Study --- Cappadocia

This region extends from Taurus mountains to Galatia. Today, it is identified within a triangle of Kayseri, Nevsehir, and Nigde, and is called the "land of fairy chimneys". Inhabitation occurred from Stone Age through Byzantine Period. c.642 AD Christians developed underground cities as refuge from Arabs.

Explorers, Lucas (1705), Kinneir (1813), Charles Texier (1834), John Hamilton (1837), H.K. von Moltke (1838), scientist H.Rott, Friar Guiaume de Jerphanion (1907), and Nicole-Michel Thiery (1958) published information regarding the rock churches of thi region.

Focused Study --- The Seljuks (1050-1308)

Conversion of the Turks of the Oguz peoples to Islam; extension of the Seljuk territories; and military successes over Byzantines and Crusaders; Mongol domination.

Focused Study --- The Ottomans

Oguz migration to Anatolia formed the nucleus of the Ottoman principality, c. 1299; declared Bursa the capital; fought Mongols in the Battle of Ankara (1402) and were defeated. Ottomans re-established c. 1420; capital became Edirne; Mehmed II (the

Conqueror) destroyed Byzantium (1453); empire established from Europe to Asia; Suleyman the Magnificent (1520-1566) reigned the Ottoman empire at its height; decline began c. 1640; Ottoman/German alliance in WWI; occupation by Allied Forces; war of independence and foundation of Turkish Republic (1923).

Focused Study --- Suleyman the Magnificent

See: "The World of Suleyman the Magnificent" by Merle Severy, National Geographic, 172(5), November 1987, 552-601.

"At the center of this world stage [Charles V, Francis I, Martin Luther, Henry VIII, Ivan the Terrible] one stood taller than all the rest: Suleyman . . ."

Focused Study -- Topkapi Palace and Dolmabahce Palace

Usage, harem, furnishings, cultural reflections (Turkish, European)

Focused Study -- Turkish Arts

Ottoman sultans were artistic patrons, as well as, artists, i.e., Suleyman I (poetry), Selim III (composer), Abdulmecid (calligraphy), Abdulhamid II (cabinet maker).

Traditional arts include ceramics, textiles, rugs, metalwork, wood carving, glass, and book binding.

Focused Study -- Contemporary Turkey

Mustafa Kemal Ataturk (1881-1938)

Ankara

Istanbul

NATO

Students will be assigned one of the focused study areas to research and report.

Following discussion of reports, the students will be asked, as final evaluation:
How would you define the Turk -- Ottoman, Balkan, Islamic/Mid-Eastern, Western European, or Mediterranean? Use the following proverb to support your answer: "The Banyan Tree of Life: Roots and leaves are not traceable, i.e., how does one know for sure which leaf is to which root?"

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